## Introduction to Implicit Bias in the Hiring and Selection Process Video Activity:

**Core Tensions Application Quiz and Reflection**

Directions: This self-quiz activity presents a set of statements to which you can apply your emergent understanding of the three core tensions. [Watch the video](https://portal.ct.gov/sde/talent_office/workforce-diversity/diversity-training-guide-for-hiring-recruiting-diverse-educators) and select which tension might explain each statement below and why.

1. **We have been talking about race for a long time, what are we going to do about it?**
2. **Inequities are about poverty, not race.**
3. **We cannot change the hiring and selection practices, how am we supposed to hire more diverse staff if our district doesn’t have a mission or vision for an inclusive environment?**

**Answers**

**Answer 1**: This statement reflects more of strategic tension. Here the educator is grappling with acting and thinking about concrete steps or strategies that they can implement in their school or district. Their statement has to do with the balance between theory and awareness-building and between reflection and concrete action steps in the classrooms. But for us, this statement might reflect a balance between our ideal set of what we think is best and a practical conversation about how to, for instance, create and implement culturally responsive hiring practices.

Some questions to consider for the strategic tension:

* Am I using the strategic tension to avoid the personal tensions I am experiencing?
* Are the strategies I search for aimed at fixing children, families, and communities, or do I look for strategies that support changing adult beliefs and practices and systemic policies and procedures?

**Answer 2**: This statement reflects a personal tension. The educator might be deflecting to the conversation about poverty because they have not grappled with their own personal readiness to engage in conversations around race. This tension also reflects how where we are on our journey impacts our ability to do our work.

Questions to consider in relation to personal tension:

* Do I feel (un)comfortable explicitly incorporating topics of race, racism, ethnicity, power, and privilege into classroom and personal discussions?
* Do I have an understanding of my own identity and blind spots as it relates to racial equity?
* Have I thought about the potential biases I bring to the communities I serve?

**Answer** **3**: His statement reflects a structural tension. Here, the educator emphasizes the district hiring policies and district mission which are often out of their control. Examples of the structural tension “I can't do this because it's not part of the way I was trained by my district. “The district needs to change the policies or give us guidance before I can do that.” Or, “Well this is what the school wants so I can’t really bring this up.”

Questions to consider for structural tension:

* Do I focus on how educational institutions create or reproduce racial inequities?
* Do I find myself focusing on structures outside of my control or do I refocus on what is in my locus of control?

## Reflect on the Three Core Tensions

**Personal Tension:** Each practitioner routinely questions their own personal readiness to become the type of professional who can successfully engage issues of race and racism in their life and classroom practice.

**Structural Tension:** Practitioners routinely question the power of the individual educator to counteract structural or societal problems of racial and race-class inequality via the classroom.

**Strategic Tension:** Practitioners routinely search for concrete, actionable steps they can take in their classrooms and schools, questioning how abstract ideas of theories about racial inequality and difference can help them.

### **How do the three core tensions manifest in your experience?**

[Enter your response]

### **In what ways do you use strategic tensions to avoid the personal tensions you are experiencing?**

[Enter your response]

### **In what ways are the strategies you search for aimed at fixing children, families, and communities? In what ways do you look for strategies that support changing adult beliefs and practices and systemic policies and procedures?**

[Enter your response]